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ABSTRACT

This journal issue provides information for those involved in making decisions about basal readers. It includes guidelines for establishing a textbook selection committee and for examining instructional materials, a discussion of the adoption of nonsexist textbooks, and reviews of four basal reading series. Regular columns present activity ideas for teaching reading, an examination of parents' role in adolescent reading, and notes on Indiana conferences and activities related to the teaching of reading. (GW)

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[Focus on Reading Materials.]

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EDITORIAL PREFACE

The beginning of a school year is usually exciting for all of us. We hope your year is off to a smooth and successful start. The editors of the Indiana Reading Quarterly are again attempting to make the three yearly issues a source of information that will help you be more effective in working with your students.

Your favorable responses to the teaching tips and secondary reading columns have been instrumental in their continuance this year. Linda Terry is the new writer of the teaching tips column. She will provide some unique ideas for use with students at all levels. You'll want to visit with her in this issue to find new reading activities to add to your repertoire.

John Childrey continues his column on secondary reading. His current article is devoted to suggestions for parents about teenage readers. Readers will get a view of the why and how to involve parents.

Since this is the year of basal reader adoption in our state, the editors have assumed that Indiana Reading Quarterly readers would be interested in learning about the evaluation of basal readers. Our first copy is crammed full of information that should be helpful to those involved in making decisions about basal readers. For those of you who want to know how the most recent editions of basals work in a classroom, we have included a section written by teachers who have used particular readers with their students. Their candid observations will help you to examine several readers through the eyes of a fellow teacher.

Want to know what is happening in the International Reading Association Councils throughout the state? Linda Danheiser will keep you well-informed and up-to-date on that issue in the Nits and Bits column. If news of your council does not appear, contact Linda and give her items you want included in the Quarterly.

We wish to extend our appreciation to all contributors to the Quarterly. We are especially appreciative of those who write continuing columns. We hope our readers are aware of the effort it requires to submit copy to the Quarterly or any publication. If you read something you especially enjoy, why not take a minute to write and let the author know. Perhaps you, too, would like to have an article included in the Quarterly. All you need do is write and send it to one of the editors:

Dr. J. David Cooper
or
Dr. Dorothy A. Pringle
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Ball State University
Muncie, Indiana 47306

Best wishes for happy reading this year!

J.D.C.,
D.A.P.

RUN, JANE, RUN

Marilyn Skinner
Assistant Supterintendent
Kokomo-Center Township School
Kokomo, Indiana

Jane ran, but not fast enough to escape the real critics and the so-called critics. She didn't escape the phonics advocates who said, "Down with Look-Say," and she didn't escape the Title IX advocates who said, "Jane isn't where the action is!" If there are those among the reading audience who don't know who Jane is, let me introduce you by saying she is one of a famous group (Three plus two) — Dick, Jane, Sally plus Spot and Puff. The "fivesome" are the main characters in a reading textbook series many of us cut our "eye-teeth" on and also the textbook we did our first teaching from, and this brings us to the real point of this article: Textbook Selection—Establishing a Committee.

RATIONALE: The task of selecting textbooks is too enormous and too important to be assigned to one person. Secondly, when many viewpoints have been heard and considered before final textbook selection is made, staff morale will be enhanced.

COMPOSITION: The committee needs to be a representation of all teachers in the system, but not too large for effective work. In smaller corporations one representative from each building may prove helpful so that each building's staff feels it has a voice in the selection. When a corporation is too large or too small for proper representation, the composition could also include any one or all of the following catagories: director of curriculum, curriculum specialists, instructional specialists, and principals. Parents, civic leaders, and when appropriate — students — should also be included on textbook selection committees. In most cases the community and student members serve in an advisory capacity. They review and make recommendations but do not vote on the final selection. This group is invited to attend all the selection committee's meetings but is expected to attend only a few special meetings. When the textbook selection is for a textbook that will be used at many grade levels, such as reading, the composition of the committee should be representative of all levels that will use the textbook.

METHOD FOR SELECTING: A variety of approaches may be used to select the committee members. Teachers may be asked to volunteer if they are interested in serving and then selection is made from that list. Principals may be asked to recommend staff members and patrons. Curriculum directors or supervisors may ask people to serve, and in some cases constituent groups (P.T.A., faculty, parent advisory council) may choose representatives to serve on the selection committee.

FUNCTION: The purpose of the selection committee is to choose the best possible textbook that will carry out the objectives of a given curriculum area and the goals of the school corporation. In making the selection the committee will need to keep in mind the following: general features, author(s) and publisher, content, text characteristics, organization, style, methodology, teaching and study aids, supplementary materials, format and mechanical make-up, and present use.

SAMPLE TIME TABLE: The committee should be selected early in

(*continued on page 12*)

Guidelines For Examining Instructional Materials

Evelyn Mason
Director of Reading
Indianapolis, Indiana

The selection of textbooks and instructional materials no longer exist in an educational vacuum. It is a process that takes place within the context of other interests, concerns and issues. Appropriate minority representation, avoidance of sex stereotyping, parent and community involvement in education, academic freedom, suitability for instructional use—these are some of the many issues that confront persons responsible for selecting the materials used in the public schools.

It seems inconceivable that classroom instruction will be carried out without instructional materials. Therefore, those materials should be selected which best meet students' needs. Materials which fail to meet those needs reduce the teacher's effectiveness in the classroom.

Selection becomes more difficult each year as additional materials become available in more alternative media and in more instructional formats than ever before.

Now, more than ever before, the need is urgent for educators to develop some conpetencies in the systematic selection of instructional material. Every dollar and every class hour invested in instructional materials must yield maximum returns. The following criteria will perhaps serve as guidelines for those persons who will be engaged in textbook evaluations.

Placement of Reading Skills

1. How is the placement of reading skills determined?
2. How is meaning handled in relation to reading skills in the initial stages of reading instruction?
3. Is there evidence for introduction of sight words in the first stages of reading instruction?
4. How much and what kind of practice of reading skills is provided?

Skills Development

5. Are all necessary skills presented fully?
   - Phonics
   - Word Recognition
   - Paragraph Meaning
   - Vocabulary
   - Comprehension and Interpretation
   - Spelling
   - Oral Expression
   - Written Expression
   - Work-study
6. Which skills are emphasized and which are minimized or excluded?
7. Does the material meet the needs of all children?
8. Is a planned sequence in skill instruction evident?
9. Are there activities which focus on the understanding of language?
10. Do the activities include the application of language understanding in reading, writing, listening and speaking?
11. Are the activities for the development of study skills sufficiently varied?
12. Is creativity treated as a functional aspect of other activities within the program?
13. Are diverse routes to decoding provided for? (Namely, when one approach does not offer a solution, is the child provided alternate strategies?)

14. Are there activities to develop literary understandings and appreciation?
15. Is skills instruction provided at appropriate times?
16. Is each skill presented in successively more difficult degrees?

Content

17. Is there a good balance of reading content between realistic and fanciful selections? Between information selections and fiction?
18. Is there representation of a variety of environments and backgrounds?
19. Does the content include selections to encourage library use?
20. Does the content reflect the increased vicarious experiences of today's children?
21. Do the materials tap the broader interests of modern children?
22. Does the program provide for individual differences through a variety of purposeful activities?
23. Is there evidence of specific activities for application and extension?
24. Does the program provide for continuous growth in reading?
25. Can the program be used in a variety of organizational patterns?

Readiness

26. Are readiness activities provided in the beginning materials and/or throughout the program to develop language fluency, motor skills, and perceptual skills?
27. Are readiness workbooks provided?
28. Is help provided to the teacher in identifying and developing readiness?

Motivation and Interest

29. Does the reading material employ a variety of enrichment activities for motivation?
30. Are motivational aids and activities an integral part of the materials?
31. Are suggestions offered for the teacher to achieve motivation for learning?
32. Are the design, format, illustrations, and other aspects sufficiently attractive to motivate interest?
33. Does the content employ literary techniques to provide excitement, involvement, suspense, humor and other sources of interest?

Readability

34. Are the vocabulary and concepts suitable to the age and interest level of the pupils and to the subject matter of the text?
35. Are the sentence patterns consistent with the child's oral language?
36. Are sentence and paragraph length appropriate for the level of the program?
38. Is the level of difficulty appropriate to the abilities of the children the materials were prepared for?
38. Is the concept level of the content appropriate to the children who are to use the materials?
39. Is the vocabulary development consistent with the child's natural use of language?
40 Does the language structure in reading materials move from simple to more complex?

Physical Features

41. Are the covers attractive and appealing to children?
42. Is the print appropriate for the children who are to use the materials?

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43. Do the visuals stimulate creative thinking?
44. Is page arrangement varied?
45. Is the paper substantial and of good quality? Is the material durably bound?
46. Do the visuals show sufficient variety of art styles?
47. Are the illustrations appropriate to the children the materials are designed for?
48. Are the illustrations in informational materials accurate and consistent with the text? Is information current? Is size accurately presented?
49. Is the distance between lines of print within the range recommended for ease of reading?
50. Is the reflection of light reduced to a minimum?

Role Development and Values

51. Does the program utilize opportunities for full, fair, accurate, and balanced treatment of women and minority groups?
52. Is there recognition of women and minority groups in positions of leadership?
53. Does the program portray male and female members of minority groups in situations which exhibit them as fine and worthy models to emulate?
54. Are story settings common ones for the readers?
55. Are character roles pictured realistically and accurately in the story settings?
56. To what extent do the materials reflect the reading interests of children of the age, sex and background they were designed for?
57. What values are presented? Are the values of the general culture reflected in the reading materials?
58. Is assistance given to the teacher in identifying values presented and following up on these values?

Teaching Aids

59. Does the program include workbooks or similar materials designed to strengthen and enrich skills development?
60. Is there a Teacher's Edition of the workbook?
61. Are the materials correlated with the text?
62. Do the workbooks extend and enrich the text with a variety of new approaches and context, or do they merely review and reinforce?
63. Is the workbook designed for more independent use by the pupils?
64. Is the workbook well organized in content and convenient in format for both teacher and pupil?
65. Does the content provide for the development of a broad range of skills, not just decoding:
    - Creative thinking
    - Critical thinking
    - Study skills
    - Literal and inferential comprehension
    - Language development
    - Vocabulary growth
66. Do the workbooks use a variety of visual devices and require a variety of responses?
67. Does the material lend itself to multiple uses with suggestions given for additional activities?
68. Are the stated or implicit goals, or objectives of the materials compatible with the point of view of the adopting school?
69. Are the materials in harmony with policies of the school?
70. Are the materials more economical than others that are available?

71. Are the materials based upon findings of sound research conducted in field testing or pilot studies?
72. Are the reading materials correlated with the texts and materials in the Language Arts?

Teachability

To what extent do the reading materials make provisions for:

73. Continuing the development of readiness for new levels of skill development?
74. Enlarging upon the reading vocabulary?
75. Developing greater proficiency in identifying unfamiliar words?
76. Giving impetus to wider reading beyond the basal materials?
77. Discovering and eliminating reading deficiencies?
78. Measuring pupil achievement?
79. Accommodating individual differences of children in ability, skill need, and interest?

Evaluation

80. Does the program provide for appropriate placement of students?
81. Are there specific evaluation activities at the end of each unit and each level?
82. Is the record keeping instrument simple, but provides essential information for instructional effectiveness?
83. Do the Teacher's Editions present an overview of the complete program of each level and of each unit?
84. Are the Teacher's Editions convenient to handle, clear in format, and effective guides to the instructional program?
85. Do the Teacher's Editions provide optional, as well as specific instructional procedures?
86. Are the Teacher's Editions practical?
87. Does the lesson plan include a list of new and review vocabulary and activities to develop all of the reading skills?

The statement of criteria, with its pointed guidelines can serve as a useful tool in the process of evaluating textbooks and other learning materials.

Educators have a major responsibility for the kind and quality of textbooks and other curriculum materials used in the learning-teaching process.

As responsible and dedicated educators in a democracy, we must bring our influence and strength and commitment and wisdom to bear. We must insist upon the production, selection, and use of the finest learning materials that our writers and artists are capable of creating for the education of our children.

Textbooks and other instructional materials are vitally important to learners and their learning. These materials are relevant to the students' life experiences. Curriculum materials profoundly affect learners and their learning; in the way they view themselves and their social groups; in the way they think about their roles and future; and in the way they are motivated to work and play and learn and live.

All textbooks and other curriculum materials should be examined, analyzed, and evaluated with care and thought to ensure that they meet the highest standards both in subject area content and in their treatment of women and minority groups.

The above list of criteria may serve as significant guidelines in the

(*continued on page 28*)

ADOPTING NON-SEXIST TEXTBOOKS

E. Marcia Sheridan
Indiana University
South Bend, Indiana

Probably one of the most frequently stated goals of the educational system today is that of finding out where a child is, and helping that child to grow. Most often, this goal refers to cognitive growth, despite the fact that commitment to growing as a person is as important, if not more important in the long run, as acquisition of knowledge and skills. Upholding only traditional stereotypes about what is masculine and what is feminine conflicts with a child's growing into a fully developed human being.

National Concern

At the 1975 annual convention of the International Reading Association in New York, a resolution was passed which recognized that Sexism was an issue for teachers of reading. An IRA Committee on Sexism and Reading was established from that time which has as its charges:

1. to develop and submit to the Board recommendations of ways in which the Association can stimulate awareness among its members and others of attitudes, practices, and materials which prompt and reinforce sex stereotyping,
2. to develop and submit to the Board recommendations of ways in which the Association can work toward the elimination of sex stereotyping.

Most recently the Committee has been given a further charge which is to act as a liaison with the Children's Book Council and the Citations and Awards Committee for the purpose of assisting in the selection of meritorious books and other media which also promote positive role models for boys and girls.

State Concern

At the state level the Indiana Reading Professors (IRP) adopted a resolution in the Fall of 1976 supporting "textbooks which offer a variety of roles, not limited by sexual, cultural, or ethnic bias." This resolution was later approved unanimously by the Executive Board of the Indiana State Council of IRA.

The Research and Studies Committee of IRP undertook to implement the IRP resolution on the broader issue of sexism and racism in school reading materials and developed a statement and guidelines approved by that committee. The charges of the national IRA Committee on Sexism and Reading were limited to only offering assistance related to sex stereotyping, and its committee has developed a series of guidelines for evaluating sex stereotyping in reading materials. The IRP committee has also developed a packet for teachers which will be available to IRA members interested in learning more about sexism and sex stereotyping and will be advertised shortly in journal publications.

Sexism

The word sexism, analogous to racism, denotes discrimination on the basis of sex. Although sexism usually refers to discrimination against females, sex discrimination also occurs towards males. Sexism is also used to describe stereotyping based solely on sexual gender, without consideration of the individual's capabilities or potentials.

Sexism is Illegal

The law most likely to effect educators is Title IX of the Education Amendments Act of 1972, Public Law 92-318 Sec. 901a which states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." When the guidelines for this law were released by the Department of Health, Education, and Welfare, they did not include provisions which covered textbooks. The First Amendment was cited as the principal argument against including textbooks under the guidelines. However, there are at least five states which have enacted laws or passed resolutions prohibiting the adoption of sexist curriculum materials: Massachusetts, California, Texas, Washington, and New York.

Sex Stereotypes

A sex stereotype is an oversimplified category about males and females which predicts attributes, behavior, and psychological traits on the basis of sex. The images of males and females in literature contribute to our concepts of what males and females are, can do, and how each behaves. This forms a basis for some of our perceptions and predictions or assumptions about men and women.

Sexism in School Materials

Saario, Jacklin and Tittle (1973) investigated sex role stereotyping in elementary basal readers published by Ginn, Harper and Row, Scott Foresman, and Macmillan's Bank Street Readers. Books designated for kindergarten through third grade level were analyzed. Characters in the stories were classified by age and sex and observed as to the type of environment they were in, the behaviors they exhibited, and the type of consequence their actions provoked. Boys tended to show significantly more amounts of aggression, physical exertion and problem-solving ability. Girls were shown significantly more often involved in fantasy, being directed by others, and engaged in making self-statements, both positive and negatives. Adult males were found significantly more often outdoors, or in business, while women were found significantly more often in the home or in the school. Analysis of the stories showed that the number of female characters decreased as grade increased. This was a result of a decrease of child females and the increase of adult males. Significant sex differences between both child and adult in behaviors, consequences, and environments as well as stereotypic portrayal of male and female roles increased with grade level.

Britton and Lumpkin (1977) reported the results of a computer analysis of major character roles and career roles in reading, literature, and social studies series. This included over 16,000 stories in 49 reading series published by 20 major textbook companies covering two periods: 1) 1958 to 1970 and 2) 1970 to 1976. Results showed that males outnumbered females 4 to 1 in major character role assignments, with as large a difference as 20 times more career assignments in some series.

In a study of secondary materials, Sheridan (1975) found that in literature anthologies males dominated as major characters 4 to 1. Males were also dominant in illustrations and as authors.

Especially thorny is the area of

historical literature and classics read by secondary students as they often reflect the biases of the period during or about which they are written. Such literature needs to be examined within the social context of that time. With the recent interest and growth of Women's Studies and Ethnic Studies, a rediscovered body of literature is beginning to appear in current publications worthy of inclusion in school texts.

Reading materials which contain sex or race stereotypes undermine our basic democratic ideals of freedom of choice and representation of all of our constituency. By presenting students with only a traditional pattern of life that is determined primarily by sexual gender, we neglect to recognize that there can be greater differences between two members of the same sex than two members of the opposite sex.

In the upcoming adoption of reading texts we need to concern ourselves not only with skills, teachers' guides, pictures, color etc. We need to broaden our focus to include the *content* of our materials. We need to examine the accuracy with which women and minorities are portrayed in the texts to determine whether we are indeed meeting the needs of all of our students.

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RUN, JANE, RUN

(*continued from page 3*)

the school year, prior to the announcement of the state list in order to set goals. At the first meeting the chairman should clarify the role of the committee, its authority and the duties of individual members. Also at this time, rules and schedules should be established. In early January and on through March, textbooks should be received and examined using the general guidelines and check lists. The middle of March the selection committee should make known its recommendations to the advisory committee (parents and other ex-officio members). The advisory committee should review the textbooks recommended by the selection committee, and by the first of April, a recommendation should be made to the Superintendent. In most corporations the Superintendent will take the recommendations of the textbook selection committee to the School Board by the end of April so that upon their approval purchasing procedures can begin.

SUB-SAMPLE TIME TABLE: Since the selection committee is working toward a mid-March deadline to make recommendations to the larger committee, the following schedule is suggested:

From January through early February there would be a general review of all companies to be considered. Beginning the second week in February and continuing once each week for three weeks, company representatives and/or consultants should be invited to thoroughly discuss the merits of their books and answer any questions the committee may have from their previous examination. Teachers who have piloted materials

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A REVIEW OF THE GINN AND COMPANY BASAL SERIES

Jeune C. Baker
Primary Teacher
Arlington Heights Elementary
Bloomington, Indiana

TITLE OF SERIES: Ginn Reading 720

PUBLISHER: Ginn and Company (A Xerox Education Company)

COPYRIGHT: 1976

LEVELS: 1 through 10

COMPONENTS AVAILABLE:

Level I—Carry-All Kit containing visual, aural, and manipulative learning experiences, with comprehensive readiness spirit masters.

Level II—"Write-in" text, consumable; "Color-in" reading books.

Levels III through X—Pupils texts; study books to accompany texts.

Teacher's Editions.

Skilpaks—Available in booklet form or spirit masters.

Evaluation Materials—Unit pre-tests and posttests and Level mastery tests.

Picture Maps (Levels III and IV)

Basic Card Sets I (Levels 2-4)
II (Levels 5-6)

Decoding Sound Filmstrips (Levels 1-9)

Read-A-Long recordings (Levels 3-10)

Resource Activity Book

Magic Circle Books for independent reading (with skill cards and duplicating masters).

Decoding Activity Charts—Plastic coated for marking on; also has manipulative cohesive pieces.

Supplementary Materials Bibliography Cards (Our librarian loved this for new book orders.)

Also available but we did not field test: Levels 11-13—texts, study books and READ BETTER—LEARN MORE—correlation of reading with math, science and social studies.

Teacher In-service program—Includes sound filmstrips.

FIELD TEST:

Field testing of *Ginn 720* was begun in the fall of 1976. A Ginn representative and reading consultant explained the program and materials to three teachers and the principal at Arlington Elementary in Bloomington. The series, Levels I-X, is presently in use in three primary rooms, grades one through three. One Kindergarten teacher was so impressed with the readiness program that she used Level I the last semester of last school year.

Students involved display a wide range of academic ability — from no reading skills to advanced reading skills. Economic backgrounds range from poverty to affluence; from middle-class, stable social environments to lower class, transient environments. All are English-speaking, Caucasian, physically sound children.

The teachers involved have from 4 to 15 years of teaching experience. They are language arts oriented, with additional training in teaching decoding skills and in teaching learning disabled children. All have earned their Masters degree. They believe in individualization of instruction but are constrained by class size.

PROGRAM STRENGTHS:

I. Skill-Oriented—Arranged in 7 vertical skill strands
3 core strands: decoding, com-

prehension, and vocabulary. Each has repeated instruction throughout, with evaluation provided to assess mastery.

4 application-enrichment strands include study skills, creativity, language and literature; also evaluative devices to measure understanding.

II. Program Management — Very strong; directs use of the components. The teacher is aided in (a) selection of objectives to be taught, (b) monitoring student progress for diagnosis of individual problems, (c) prescription of additional instruction for student needs, and (d) continuous evaluation to assess proficiency. IN SUMMARY: The teacher can test for placement, prescribe sequenced skill activities, evaluate, record (well-designed record keeping techniques) and reteach with related reinforcement materials.

III. Level Overview Charts—Summarize and synthesize; help teachers plan group and individual experiences.

IV. Availability of materials to accommodate any need.

PROGRAM WEAKNESSES:

After one year of field testing, we found no major weaknesses.

CONCLUSIONS:

We were able to evaluate only Levels I-X in this review, but after one year of field testing we are continuing a second year. Enthusiasm for *Ginn 720* is high. The children involved love the stories in their readers and enjoy the reinforcing audio-visual aids. Teachers admire the Program Management system. Parents have been impressed with the reading skills gained by their children.

We advise teachers using *Ginn 720* to be aware of pacing. Move the proficient students along quickly but slow down, re-teach, and reinforce for the less proficient student. Follow the management system as it fits the needs of your class.

We believe that our program has been strengthened by the availability of the components of the series. The reinforcement the children have received from these materials has increased the degree of learning retention.

A REVIEW OF THE READING HOUSE SERIES FROM RANDOM HOUSE

Eudora Blanchard
Teacher, Grade 1
William Shambaugh Elementary School
Fort Wayne Community Schools

TITLE OF SERIES: Reading House Series
PUBLISHER: Random House
COPYRIGHT: 1976/1977
LEVELS: Lime (first grade) and Orange (second grade)

COMPONENTS AVAILABLE:

Each level contains 3 strands. A strand has definite skills to be mastered. The three strands for first grade are:

- Sound Symbol A with skills of consonants (initial, medial, final).
- Sound Symbal B with skills of digraphs, blends (beginning and ending including nk, ng, nd, nt, lt, ld, mp, ft).
- Comprehension and Vocabulary with specific sight words that are listed in the I O's (Instructional Objectives). They are taught as words, in phrases, and in sentences using context and picture clues.

The three strands for Orange:

- Sound Symbol (vowels)
- Study Skills
- Comprehension

For each strand the pupil has:

- a pretest booklet
- a combined task and posttest book (workbook)
- a reader
- a protectowrite (an acetate sheet used, with crayon so workbook is nonconsumable)

For each strand the teacher has:

- a guide
- cassettes
- instant lesson planner (plastic coated—using an overhead writing pen) that may contain grouping progress within the class or individual child progress
- class profile cards
- cumulative records

FIELD TEST:

A suburban school of 750 elementary children located within the boundaries of a large school corporation participated in the field test. Families are of moderate to high incomes. Many of the parents are home owners. Some of the children reside in broken homes. About one-fourth of them live in apartments in good to very nice complexes.

The class consisted of 15 girls and 11 boys. Most of the children had completed a year of kindergarten and a year of reading readiness before entering first grade. A few were repeating first grade. The extra year of school was necessary because they were very young, immature socially, weak in eye-hand co-ordination skills, and had short attention spans. They were the age of second grade children but with first grade habits.

The ability span was average to high. Standard achievement test scores at the end of the year averaged 2.6 with a range from 1.1 to 6.2.

The field test teacher holds a bachelor's degree with 25 years of experience in grades one to three. She has taught in township schools, in inner city schools, and suburban areas. She has used formal classroom procedures, split level grades, semi-open, and a volunteer mothers reading program.

PROGRAM STRENGTHS:

1. It is not a new program. It is a combination of basal reading skills, vocabulary, and comprehension development.
2. It has a new approach. I O's (Instructional Objectives) are taught and mastered before the use of the reader. Some of them are target I O's that have pretests; if the child does well he is ready for the reader. If he does poorly he uses the enabling I O's for mastery and then posttests before using the reader. There are at least 5 lessons on each I O.
3. Strands can be used simultaneously as Strand Sound Symbol A, Comprehension and Vocabulary may be used by the same children. One strand may be taught as a class lesson, while another may be used in the small groups.
4. Well-prepared cassettes teach most of the pre-tests, task lessons, and posttests. Each strand has a character representation, such as Diana Diver, Andy Dolphin, Drexel the Dragon, Talk-Along the Horse, and Tex Reader the Cowgirl. Children adapt to the cassettes easily. Good listening habits are developed. The timing of the directions are advantageous to the child who works slower. An example of such directions is: "Are you on Task 5 A? Look at the top of the page. Is there a 5 and A?" The direction is read, the kind of mark to be made is told, and then it says "Do it now". "Turn off the cassette." "Check your work." etc.
5. Readers are of high interest. Titles of the Lime strands are: *Caps, Cups, & Cubs; We Like Drexel* (green dragon); *A Monkey Sings Rings Around Me.* Stories are short enough to complete in one lesson. Pictures invite creative thinking, extend imagination, are humorous and very colorful. Children become sensitive to vocabulary and letter changes in words as cub to cup or cat to cap, etc. There is a question page at the end of each story for comprehension.
6. Children feel satisfaction in lessons well done—both in the task book and in the readers. Teacher is the best judge of scores on tasks or tests; usually 9 out of ten is good.
7. The use of the protectowrite makes the taskbook reusable. It aids in reteaching difficult tasks or in other teacher-designed ways. Children write with crayon (preferably light colors) and erase with a piece of Kleenex, which may be kept in the taskbook.
8. Amount of time used to grade workbooks is greatly reduced with self checking pages and answer keys.
9. There are 10 library books that the child will be able to read by the end of the level.
10. Many of the children can master more than one level in one year.
11. Achievement test scores of this class were comparable to other first grades in the school, and, or to other first grade scores of previous years.

PROGRAM WEAKNESSES:

1. Taskbooks are cumbersome for young children to manipulate. A high quality of paper was used so as to be more durable but the protectowrite just isn't that easy to use.
2. Posttests should be in a separate booklet instead of in the very back

of the task book, as they will not lie flat when open.

3. Alert children soon learn the pattern of the lesson and want to proceed faster than the cassette.
4. Teacher's guide was poorly organized with all 3 strands in a loose leaf binder. (New spiral bound guides contain many suggested activities, games, flash cards, etc., but the teacher has to prepare her own.)
5. The recommendation of the company for the class was to have 10 readers and 10 taskbooks for a class of 30. Children shared these books for a while but too much time was lost in keeping and finding the place for the next lesson.
7. The above recommendation was due to the cost of the taskbooks.
8. Many tasks had keys on the reverse side of the page. The marks sometimes could be seen through the page, so there was a tendency for some children to use these keys.
9. The teaching of vowels is delayed to the Orange strands.

CONCLUSIONS:

Each time teachers are confronted with a new basal reading series, there are reservations about how to use it. Will my children understand what is expected of them? Will it really teach them to be good readers? Am I at ease in using it?

I can truthfully say that all of these questions confronted me, but I have even greater desire to use the program again and institute some variations in procedures. I felt a need to reinforce many tasks that children already knew rather than to challenge them with new ones. (The old adage—I'm going to do every page.) I feel at ease now to follow the flow of the material as fast as the child is ready.

If you like trying new things, or rather old things in a new way, you'll like the Reading House Series.

RUN, JANE, RUN

(*continued from page 12*)

should be invited to appear before the committee and discuss their findings from actual use of textbooks with students. The selection should then be narrowed down to two or three publishers and a hearing held so that specific differences, weaknesses, concerns, and other clarifications could be reviewed. The day following the hearings the committee should make its final decision. In most cases, the decision should be made by secret ballot.

Because textbook selection is a very important procedure, the committee should work carefully and cautiously and should communicate widely to all persons who will be affected by its selection. The amount of time spent by the committee and the justifications for their selection should be publicized so that the committee will not receive undue criticism that one person or a select few "railroaded" a textbook adoption through.

A REVIEW OF THE ECONOMY COMPANY BASAL SERIES

Sue Talbot
First Grade Teacher
University Elementary School
Bloomington, Indiana

TITLE OF SERIES: Keys To Reading
PUBLISHER: The Economy Co.
COPYRIGHT: 1975
Levels: 1-15

COMPONENTS AVAILABLE:
Beginning Reading Readiness Kindergarten materials.
Basal Readers and Skill Books for each level.
Cards, Charts, and Picture Cards
Duplicating Masters
Competency Skills Tests
Student Profile
Supportive Materials:
- Auditory Training Tapes
- Bilingual/Bicultural Vocabulary Enrichment Tapes
- BASE—Basic Approach to the Structure of English Tapes
- Programmed Tutorial Program for the Teaching of Reading

(These Tape sets come for each level of learning-listening skills through Comprehension skills and Word Analysis.)

FIELD TEST:

This pilot program was initiated during the school year 1976-77. Six teachers worked with 150 first grade students in the University Elementary School in Bloomington. Our school population ranges from the lower socio-economic class through the upper socio-economic class. We draw from the Indiana University married housing and from the county area south of Lake Monroe — a wide diversity of backgrounds. We also have several non-English speaking students in each classroom per year. The average is 2.5 students per classroom.

The teachers involved ranged in experience in teaching from five years to fifteen years. All teachers taking part have a Masters Degree. All have been involved with Primary Education and reading throughout their career. One teacher had been previously with a Government funded special reading program for the school system.

PROGRAM STRENGTHS:

1. The lesson plan format rated Good and Excellent in helping the classroom teacher instruct. Each teacher felt very comfortable with the format and felt that a substitute could easily understand and carry on (which proved to be true).
2. The Scope and Sequence of the skill development was very good.
3. The teacher's manual provides needed directions very meaningfully.
4. The teacher preparation time compared with other series is much less. We felt that the materials are compact and usable immediately.
5. The subject matter is appropriate and the length of selections is fine.
6. The artwork is colorful and interests children.
7. The Competency Skills tests are a valuable teaching tool in aiding the teacher in advancing or reinforcing children. They are especially useful during parent-teacher conferences in talking to parents and showing them the child's competency level.
8. The students enjoyed reading and felt a growing competency in reading skills.

9. As teachers, we enjoyed using the series, since the rewards were so obvious and the children's progress so very good.
10. There is a heavy emphasis on word analysis skills, and we all felt competent in teaching in this way. We felt that the skills as taught were implemented into the reading of stories adequately enough to encourage the children to succeed.
11. As stated previously, we feel that beginning teachers could easily learn the basics of phonics and teach comfortably with this series.
12. Our philosophy in first grade at our school is to develop oral language in each child. This series helps to promote this concept. The children delight in the stories read to them at the start.
13. One of our greatest tangible rewards is in the children's creative writing. Their spelling was incredible for beginning students. They were writing earlier in the year on their own and much longer and thoughtful stories.

PROGRAM WEAKNESSES:

1. The dittoes need to be made more useful. There is too little on many of the sheets, wasting paper and teacher time in preparation. The beginning alphabet dittoes are not correct in letter formation as we teach writing skills.
2. Skill book directions should be printed on each page beginning in *Green Feet* (Primer), thereby giving the student more responsibility for self-direction.
3. The competency skills tests are excellent, but seem to score too heavily on comprehension skills.

CONCLUSIONS:

Basically, this team of teachers was most pleased with the results from using this series. Evaluation written comments follow:

"This reading series encompasses a large scope of reading skills. The organization and presentation of skills is the best I've encountered. I was amazed at the skills with which students could decode after going through the series. The comprehension questions in the manual are as good as any on the market."

"The teacher's manual is an excellent guide. It would be very simple for a substitute to follow. The children enjoyed the stories read by the teacher, especially in *Pug*."

"The illustrations and stories are great—students like them and their skill books. I liked the series very much—very good results."

"I feel that this is an outstanding reading series. The students are competent readers much earlier than I have experienced with other basal series. The parents have been pleased and commented at conference time and informally that their child reads everything in sight and sounds out many difficult words. We also feel that the creative writing skills have been enhanced by this series. The phonetic spelling of words makes it possible for the child to write more easily with a ready flow of ideas."

"Probably the most outstanding plus for the program is that the student thoroughly enjoys the material and finds it stimulating for reading and word analysis skills."

A REVIEW OF THE HOLT, RINEHART, AND WINSTON BASAL SERIES

James R. Merchant, Principal
Oak Hill School
Evansville, Indiana

TITLE OF SERIES: The Holt Basic Reading System
PUBLISHER: Holt, Rinehart and Winston
COPYRIGHT: 1977
LEVELS: 3-15
COMPONENTS AVAILABLE: Textbooks, Workbooks, Skill Practice Books and Dittoes, Vocabulary Cards, Management Program including unit and level tests, pretests, and prescription exercises.
FIELD TEST: Grades involved include 1 through 6th. The students were basically from Middle Class backgrounds with around 10% bused in from the inner city. Teaching experience ranged from five and a half years through thirty-six years. The 5-6th Grade teacher also has a Doctoral Degree. Informal teacher evaluation was used to test the program. The older Holt program was previously used in the school. For some of the levels, textbooks and workbooks were all that was available to work with last year.

PROGRAM STRENGTHS:

1. Attractiveness of materials . . . colorful.
2. Stronger interest appeal . . . particularly liked the language arts emphasis . . . found the dictation feature helped the children to "get it all together".
3. Appealing stories.
4. Workbooks are thorough and meaningful . . . great to reinforce a newly presented reading skill.
5. Some but not enough stories relating to various cultures and racial background.
6. Strong phonics approach.
7. Excellent teacher guidelines . . . program is coded so as to clearly show whether a particular skill has been covered previously.
8. Management Program . . . a very useful kit. Each section has a definite purpose.
9. In working with a heterogeneous group, the program provided for the different abilities of each child.
10. Many possible approaches to achieve the goals and objectives established by the publishers.
11. The "Human Values" are super. We discuss these with each story.
12. Teacher's manuals are crammed with suggestions. Teacher may select what fits her situation.

PROGRAM WEAKNESSES:

1. Perforation of pages in Skill Practice books do not make removal easy.
2. Word card retrieval system does not always make proper selection.
3. Materials are overwhelming . . . too many.
4. Lack of visual accessories.
5. To cover this program thoroughly would take the entire school day, every day; however, the publishers have taken care of this by giving many different approaches to their program.
6. There are too many tests to grade. The children become resentful when there is a test on every story. The tests have little relation to the contents of the story.

COMMENTS OF THE TEACHERS:

"Program seems to have quite a few doo dads to make it attractive. I do

(*continued on page 32*)

TEACHING TIPS

Linda Terry
Reading Curriculum Coordinator
Blue River Valley School Corporation
Mt. Summit, Indiana

THE NEXT TIME YOU'RE AT THE STORE . . .

Check the macaroni section at the grocery store. They may have small dried macaroni in the shape of letters of the alphabet. If so, buy a package of them, take them to school and put some of them in a covered bowl. Invite students to take a spoonful out of the bowl. Have them take the letters in their spoon and put them in alphabetical order.

GROCERY STORE READ IN

Start saving empty boxes and empty cans with labels on them. Make a learning center in your classroom composed of all these food boxes and cans. Attach to each box and can a list of questions which the student can answer by reading the label or printing.

BABY PICTURE BONANZA

Are your students having difficulty with drawing conclusions when they read? An activity they seem to enjoy which requires them to draw conclusions at a non-reading level is a bulletin board centered around baby pictures. Ask each student to bring in a baby picture of himself and a recent picture of himself. Put all the pictures on the bulletin board with a number under each picture. See how many correct matches each student can make by identifying the right baby picture with a recent photograph of a fellow classmate.

PERSONALITY MOBILES

Have each student bring a coat hanger to school. Ask students to either draw objects or cut objects out of a magazine that play an important part in their lives. Have them either draw a picture of themselves or bring in a photograph. Attach the picture of the student with a piece of yarn to the middle inside section of the hanger. From the lower bar of the hanger have the student attach with yarn the pictures or drawings that are important parts of his life. Hang the hangers around the room or from the ceiling for everyone to view and enjoy.

PUT SOME SPICE INTO BOOK REPORTS

If book reports are a hated thing by your students, try this activity the next time a book report is due. Have each student bring in a shoe box. Each student is to decorate his shoe box to represent a book he has read. The top of the box can have miniature pieces on it to represent some setting in the book. Invite other classes in to see your "book reports".

COMPARE AND CONTRAST

Give each student a full sized outline of a head that is divided vertically in the middle. On the left side ask them to write about the person they really are. On the right side they should write about the person their parents want them to be. On a separate worksheet have them list the ways the person written about on the left side is the same as the person on the right. Then have them list the ways the persons written about are different.

RADIO PROGRAM

Divide your class into groups of four. Have each group plan a ten minute radio program for the class. Their program may include a weather report, sports, news, jokes, music, advertisements, sound effects, or a skit. Have the students sit in the back of the room behind a sheet. Tape recorders and record players may be used. Have students practice reading the parts they are responsible for until they sound like a real radio broadcast.

A PRESENT FOR ME?

Each Monday bring to the classroom a gift wrapped box with some inexpensive item in it. Beside the box place a clue as to what is in the box. Each day add a new clue. Any day the student thinks he knows what is in the box, he should write his guess on a piece of paper along with his name and the date. This guess should be placed in a box labeled "My Guess". Students are limited to one guess a day. On Friday the teacher should check the guesses in the "My Guess" box. The first right guess the teacher pulls out of the guess box with the earliest date on it wins what is in the box. If the object is not identified the teacher saves it to use some time in the future after identifying it for the students.

TWISTER-ROO

Make your own Twister game out of an old shower curtain. Use colored tape to section it off into twelve squares. In each square place the letters for a consonant blend. Make a spinner divided into twelve sections listing each of the consonant blends that you put on the shower curtain. Have another spinner divided into sections listing right foot, left foot, right hand, left hand. To play the game:

1. A student spins the spinner for a part of the body.
2. The same student spins the spinner for a consonent blend.
3. If the student can say a word beginning with that consonant blend he may put the part of his body that was spun on the first spinner in the space for the consonant blend he correctly identified.
4. The student remains in this position until his next turn.
5. The other students playing the game each take turns.
6. The first student to lose his balance and fall is out.
7. Play continues until all players are eliminated but one.
8. A player is automatically out if he can't supply a word for the consonant blend he spins on the spinner.

YOU'RE GOING TO SELL THAT?

Have your students compose a classified advertising section for a newspaper. Have each student check with Mom and get permission to advertise to sell an inexpensive item such as a half used bottle of nail polish, a slightly used comb, a picture

of someone, etc. Have each student write an advertisement for the article he wishes to sell. Use these advertisements as a lesson in classification by having the students make up headings for the different things advertised. They may have a classification titled "Food Essentials" with an ad advertising a piece of gum for sale. Once all the ads have been placed in a classification, type them on a ditto master and give each student a copy. Give them a chance to buy some of the "goodies" advertised if they so desire. Your own advertisement might be "See Mrs., Miss, or Mr._____ for as many free reading papers as you want."

COMMERCIALLY PREPARED MATERIALS

Have you seen the "Write In!" spirit masters? They are published by Educational Insights and cost $4.95. There are twenty masters in each book. The masters are cartoon drawings for which the student can write captions. These are ideally suited for a creative writing center. Three different volumes are available.

FOR THOSE OF US WHO AREN'T ARTISTS

Put a piece of white tissue paper over the picture you wish to trace. Trace the picture in pencil. Take the tissue paper copy and put it on top of the paper you wish to have the finished picture on. Trace over the pencil drawing with a magic marker. The ink will bleed through the tissue paper and you will have your drawing. Some touch-up may be needed.

VOCABULARY TRIANGLES

Select some words you wish your students to learn. Cut out yellow triangles. On each of the three sides write a word you have selected for practice. Cut out green triangles. At the base of the green triangle write a definition for one of the words you are asking the students to learn. Make one green triangle for each word used on the yellow triangles. Have the students match the correct definition with the words on the yellow triangle.

Example:

READING NITS and BITS

Linda H. Danheiser
Evansville-Vanderburgh
School System
Evansville, Indiana

With the 1977-78 school year well under way, it is evident that Indiana Councils are again organizing programs and workshops designed to help their teachers keep the teaching of reading effective and vital. As local councils forward news of their special activities, their ideas will be shared through the Quarterly.

In Evansville, the first Council meeting entitled "Off to a Good Start" was held at the Central Public Library, on September 19. During the general session teachers explored new services and resources available from the public libraries. After the general session, teachers divided into three groups (K-3, 4-5, 6-8) to explore ideas concerning storytelling, book reviews, fingerplays and demonstrations. Teachers received booklists, pamphlets and library field trip information. Bernice Bruner, Pat Martin and Lola Teubert were speakers for the meetings.

The Indiana Reading Specialists Association planned a conference for teachers in Ft. Wayne on Thursday, October 27 during the ISTA Conference on Instruction. Dr. David Jolliff from IU-Purdue spoke with K-3 teachers about the affective domain and its effect on learning to read. Jean Christian, media consultant for Huntington Schools, spoke to the Intermediate teachers about media. Dr. Michael O'Hear from IU-Purdue spoke with the Secondary teachers about reading objectives for secondary students. Dr. Jolliff gave the Address at the buffet luncheon. Rap sessions for each level concluded the day.

On November 29, the Indiana Reading Specialists Association will host a "Make and Take" workshop at Homestead High School in Ft. Wayne. A light supper will precede the workshop. Teachers will attend one of three sessions. Mariana Miller and Maro Wall will lead the session for 1-3; Vi Scribner, Thais LaRue and Frieda Guilford for 4-6; Ken Richardson and Bess Printzos for secondary.

A TASTE FOR READING

Give a man this taste
(And the means of gratifying it)
And you can hardly fail
To make him a happy man.
You place him in contact
With the best society
In every period of history,
With the wisest and wittiest,
The tenderest and bravest
Who have adorned humanity.
You make him
A denizen of all nations,
A contemporary of all ages.

Sir John Herschel, Address at the opening of Eton Library, 1833

Guidelines For Examining Instructional Materials

(*continued from page 8*)

process of selecting textbooks and other curriculum materials. While, perhaps not all of the criteria will be applicable in every case, the questions raised do focus upon basic considerations of the learning materials that we use in the education or miseducation of our children.

SPEAKING OF SECONDARY

John A. Childrey, Jr.
Florida Atlantic University
Boca Raton, Florida

PARENTS' ROLE IN ADOLESCENT READING

Invariably when I am in a strange city, usually about to make bus or train connections, I find myself in an uncrowded restaurant where I meet a parent with a problem—maybe it's my own fault for acknowledging that I teach teachers about reading. Nevertheless, the waitress, the person next to me at the counter, or someone within earshot has a teenager who can't, or won't, read. They want quick solutions to send to the teacher involved. They also want the name of a good book to give this teen for Christmas, as long as it has no violence, sex, or any other controversial topic that might offend sister, brother-in-law, etc. in the giving. Sometimes I want to say but don't—"Why don't you ask Abby?" There is no question of their sincerity. My problem, however, is why ask a stranger, albeit an "expert," rather than the real experts on that teen. Ask the teen; ask the teachers; ask the parents.

We suggested in the *IRQ* last year (Fall, 1976) ways to tap the sources concerning teenage interests, habits, and attitudes. In another instance (Winter, 1977), ways to assess the reading abilities of teens were presented. The purpose of this article is to offer means for teacher and parent to come to terms about helping and reinforcing positive adolescent reading habits.

Teachers Must Direct Parental Effort

It is a popular belief among teachers and parents that by the time their teen reaches junior high school their sphere of influence has been rendered virtually useless by a peer oriented teenage society. Rev. Charlie Shedd, author of *Letters to Karen* and *The Stork is Dead* among a number of books, describes the teenager as a cave dweller. The teen uses his room to isolate himself. Any number of authors have identified this period of life as the most anxiety producing with hormonal changes, societal expectations, and internal pressures being leading contenders for the primary cause. Parents and teachers must have a deep reserve of patience as they help teens through this passage of life.

Parent and teacher have the responsibility of helping the teen realize that he/she is held accountable for the consequences of action or non-action. The teacher needs to remind the parent of the expectations of the school as it involves reading. More specifically, a guidesheet or letter might be sent home to keep parents appraised of the assignments, larger issues which may not be discussed in class, but which might become topics for family conversations, and perhaps a few supplementary reading suggestions. The following is an example of the type of letter which might be used:

Letter to Parents
From: Ima Teacher

For the next few weeks in our Biology class we will be studying the

effects of man's exploration of the oceans. *Your teen* will be reading Chapter Five in *Basic Biology* which is an unusually important chapter filled with current information concerning man's use and misuse of the sea. There are many technical words which are used in this chapter, most of which are italicized in the text. You might like to review the chapter and have your teen share the class discussion with you. If you would like to read further about some of the fascinating topics which we may cover, you might read Rachel Carson's *The Sea Around Us* or Andrew Campbell's *The Coral Seas*; also you might like to view the latest Cousteau special next week—

While I have abbreviated the kind of note one might use, it need not be detailed nor long. It should be an invitation to work with the teen and subsequently have an opportunity to renew an old interest or begin a new one. Teachers who report trying such a communication with parents feel that it is successful. But they still do not reach everyone—sometimes, however, making the effort encourages the parent to try.

Communicate the skills the teen needs for the class. Stress the importance of developing a speaking and writing vocabulary — include information that vocabulary plays an important role in standardized tests, College Board tests, job screening tests, and other important tests. Include that understanding and following directions will assist even those students who are in need of survival skills. Critical reading and anticipating or forseeing meaningful implications is as important in non-school life as it is in school. For instance, some readability judgments were made on certain materials which have been identified as absolutely essential reading. The grade level of reading taken by a Fry readability technique indicates the grade level where students could read with at least 50 percent understanding.

Life Insurance contract—college.
Bank Mortgage contract—eleventh grade
Master Charge contract—twelfth grade.
Job Application contract—eleventh grade.
Driver's Instruction Booklet — twelfth grade.
IRS Federal Tax long form—twelfth grade.
Newspaper—
front page—twelfth grade.
sports page—eighth grade.

The teacher's responsibility to the parent is to keep that parent informed as to what is expected of the teen in the classroom. The normal report card should indicate the progress the teen is making in meeting those expectations. The teacher needs also to suggest ways for the parent to be involved in the teen's reading. Those suggestions might evolve from a PTO group, Parents' Advisory Council, or some less formal collection of parents. In the next issue of this article some guides for parental involvement will be suggested. I solicit your ideas for inclusion in the Spring issue of the *IRQ*.

READING PROFESSORS

Leo Fay
Indiana University
Bloomington, Indiana

Carl B. Smith, president of the Indiana Reading Professors Council, reports that the major concerns and thrust of the IRP this year relate to the impact of the new certification requirements upon those college instructors assigned to teach reading. The new certification requirements provide an opportunity to enhance the quality of preparation of classroom teachers, reading teachers and specialists. A recent survey by John Managieri of Ohio University suggests the problem faced by colleges and universities. Many higher education institutions are handling the new courses in secondary reading with faculty who have little or no preparation in the teaching of reading. This is a growing problem as more and more states require at least one reading course for all teachers preparing to teach in secondary schools. The IRP hopes to move toward resolutions for the state of Indiana that will help us maintain and improve the reading experience that college students receive here.

Over the last two years the Lilly Endowment and Indiana University have sponsored conferences in various disciplines for the faculties of private and independent institutions. A conference for college faculty members interested in the content of secondary reading is to be held in Bloomington, March 23-25, 1978. The emphasis will be on exploring comprehension at the secondary level, the reading curriculum, and other topics that provide background for faculty teaching courses in middle school and secondary reading.

The Lilly Endowment will pay all expenses to the conference for faculty from private and independent colleges and universities. Faculty from publicly supported institutions are invited to attend, but must find their own support. Carl Smith, the conference director, would appreciate suggestions for the conduct and use of the conference.

Recently in conversations with officials of the Right-to-Read office in Washington and with several State R^2R directors, Indiana was praised for its efforts to improve reading instruction in the state. This, of course, was pleasant to hear. But Indiana like most states is faced with growing fiscal problems in the schools

that could badly erode the progress that is being made. For example, in one state noted for the reading achievement of its students, the legislature cut the staff of the state R²R office to less than half—this in spite of an evaluation that reported 98 percent of the schools found the work of that office effective and wanted it continued. Support of schools reflects the priority given to education in a state. The evidence is clear that the correlation between quality of education and quality of life generally is very high. The members of the Indiana Reading Council are in an excellent position to monitor what is happening in their schools and to call upon the officers and committees of the organization for support when needed.

One reader of this column has suggested that a type of want-ad system be established that could lead to the communication and exchange of useful information. For example:

Wanted—Course outlines and bibliographies for undergraduate course in secondary reading. Will exchange. Larry Mikulecky, 211 Education, Indiana University, Bloomington, 47401.

This one is included as a trial. If the idea appeals to you, send in your request.

A REVIEW OF THE HOLT, RINEHART, AND WINSTON BASAL SERIES

(*continued from page 23*)

not feel that all of these extras are necessary to a good program."

"I did enjoy using the program last year . . . However, in setting up our reading program for this year I am wondering if the numerous charting procedures, booklets, testing, etc. will contribute or hinder the motivation of wanting the child to read."

"Last year I had only the child's text and workbooks available . . . even with that small amount of material, I was impressed with Holt."

"Having taught the previous edition three years, I feel I can say this edition is much improved."

"When we select our new reading English, and spelling series, it would be worthwhile if the contents of the three were compared so that the children would have a well balanced program in the language art skills."

INDIANA STATE COUNCIL

I.R.A.

ANNUAL STATE CONFERENCE

APRIL 14-15, 1978

TERRE HAUTE, INDIANA